Chapter 2

Sensory, Short Term,

And Working Memory

1. The Modal Model – Three components
   1. Sensory Memory
   2. Short Term Memory
   3. Long Term Memory
      1. This model states that there is a pattern in which items flow from sensory to short-term, to long-term.
      2. Sensory memory – perception of the stimuli introduced
         1. Attention – Is the stimuli something we need to give attention to or is it something that may decay over time.
            1. Attention is limited – Automaticity will free up more thinking space to comprehend or pay more attention to items that require additional attention – filtering of information.
         2. Perception Takes Time – If we do not allow for the assignment of meaning the chances are that we will not move information into long term memory.
      3. Sensory Registers –
         1. Visual registers – we take in 70 % of information
         2. Auditory Registers – Only so much of what we hear is taken into the memory process
            1. There are limits to the amount of information that anyone can receive at one time.
            2. People who are exposed to both audio and visual stimuli have benefited from the duel exposure.
   4. The Role of Knowledge and Context in Perception –
      1. Schemata – organization of thoughts –provides structure and forms bridges between what you know and what you are learning.
      2. Perception is relative not absolute – everyone will have a perception about an item or event that will bring about new thinking.
   5. Attention – The Fuel that runs he mind –
      1. You have to have meaning and reason for listening
         1. To improve learning we need to
            1. Increase the amount of attention at ones disposal
            2. Decrease distractions
            3. Filter important information
         2. Resource Limited Tasks – trying to do more than one thing that require attention resources. The more attention you can give to the specific the task the better the performance.
         3. Data Limited Tasks – tasks that are limited by the quality of the data. The learner has little or no control over the quality of the data.
         4. The more experience you have at allocating your resources the better you get, “knowing when to apply resources.”
   6. Automatic Processing – Provides for an active work space.